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ABSTRACT

This compilation of annotated bibliographies is dedicated to invitational theory and practice. The articles, written over the last several years, are divided into three sections: published research articles, dissertations, and master's theses. Following the article citation an abstract is included describing the purpose of the paper. The articles concern educational and guidance practices in all levels of education and point to the broad range of application of invitational theory. Some topics included are: invitational practices with scholastic achievement; application of invitational counseling to marriage and the family; promoting self-determination for people with disabilities; and developing teacher competencies in South Africa. (Author/JDM)

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Abstracts of Published Research Articles, Dissertations, and Masters Theses Concerning Invitational Theory and Practice

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PUBLISHED

RESEARCH

ARTICLES

Amos, Lundee Williams, & Purkey, William Watson. (1988). Teacher practices and student satisfaction in dental hygiene programs. Dental Hygiene, 62, 286-291.

This study investigated the relationships between teacher behaviors as measured by the Invitational Teaching Survey (ITS) and the Student Attitudinal Outcome Measure (SAOM). The ITS is a 43-item, Likert-type instrument which measures the frequency of the following teacher practices in two dimensions: the personal domain (commitment and consideration) and the professional dimension (coordination, proficiency, and expectations for student success). The SAOM is a 20-item Likert-type instrument which measures student satisfaction with course, subject matter, instructor, and self-as-learner. Data (scores on ITS and SAOM) were collected from 1, 045 volunteer students of 74 dental hygiene teachers in 22 schools in the Southeastern United States. Results showed a significant positive relationship between inviting teacher practices as measured by the ITS total score and the SAOM total score (r=.72). Students reported a high degree of satisfaction with course, subject matter, instructor, and self-as-learner in those classes where instructors exhibited qualities advocated by the invitational model. The two teaching practices of coordination and consideration accounted for the most variance in student satisfaction (52%). Consideration accounted for 46% of the variance.

Bowman, Beth (1999). Thinking outside the box: Use of invitational counseling to promote self-determination for people with disabilities. Mental Retardation, 37, 494-496.

The article describes how invitational counseling can be used to promote self-determination for people with disabilities. The author discusses the basic assumptions of invitational counseling and how these are compatible with the concept of self-determination. The author suggested that use of invitational counseling helps reduce stereotypes about people with disabilities.

Cain, Melissa A. (1996). High tech, high touch: Introducing state-of-the-art technology to preservice teachers and their mentors. Proceedings of the Thirteenth Annual Conference for Invitational Education: "Beyond the Blue Horizon."

The University of Findlay teacher education faculty received a $500,000 grant from Ameritech in cooperation with the Findlay City Schools and Putnam County Schools. They began a project entitled, "Running With the River," which is in its second year. A new paradigm of schools was implemented where knowledge was not the goal, because there is more information available than anyone could learn. The goals for students were for them to effectively gather and present information. The contention of project leaders was that "active learning with low or no technology is better than passive learning with high technology" (p. 6). Changes were made at the University of Findlay to model the paradigm shift occurring in the selected schools. Methods classes were no longer taught as separate entities, but were integrated. Junior teacher education students were taught the role of "teacher as facilitator" and participated in hands-on learning activities related to a theme (p. 6).

Cloer, T. C., & Alexander, W. A. (1992). Inviting teacher characteristics and teacher effectiveness: A preliminary study. Journal of Invitational Theory and Practice, 1, 31-34.

The purpose of this study was to determine if there was a significant relationship between inviting characteristics of teachers and principal ratings of teacher effectiveness. The researchers also explored differences in principal ratings between "humanistic" or "inviting" teachers and "custodial" or "disinviting" teachers. "Inviting" and "disinviting" teachers were defined by the scores obtained on the Pupil Control Ideology form. Custodial teachers were defined as rigid, highly controlling, impersonal, and pessimistic. Inviting teachers were described as democratic, interesting, optimistic, "robust," and flexible. Teaching effectiveness, the dependent variable, was defined as principal ratings of teachers on eight different indicators. Participants were teachers and principals of nine schools, including four high schools, two middle schools, and three elementary schools. 235 teachers and principals from the nine schools participated. The authors found a statistically significant relationship between these two measures (r-.37). Significant differences were also found between effectiveness of "inviting" teachers and "disinviting" teachers (t=4.65).

Cowher, D. Salene. (1996). On-track: A rural education initiative. Proceedings of the Thirteenth Annual Conference on Invitational Education: Beyond the Blue Horizon.

Edinboro University has served as a site for "On-Track," a program funded by the State of Pennsylvania to help meet the needs of youth living in rural areas of western Pennsylvannia. "On-Track" is a partnership program which identifies rural high school students who will be provided educational resources and services to better prepare them for university study. The program is multi-faceted and focuses on cognitive, emotional, social, educational, and career development needs of students. It is designed for students to develop skills in communication, mathematics, scientific reasoning, study skills, learning strategies, interpersonal relationships, critical thinking, and responsible citizenship. A primary goal of the program is to develop a support system for each student which is composed of volunteer mentors, counselors, parents, and university faculty. Success of the program was measured by the number of participating students who successfully completed the program and enrolled in a college or university. Formative and summative evaluations were conducted during and at the end of the program. A parent orientation was a central component of the program.

Hart, M. (1996). Identification badges: An invitational approach to school safety. Journal of Invitational Theory and Practice, 4, 71-79.

Telephone surveys were conducted with three high schools, one in South Carolina and two in Texas. An administrator at each school responded to six questions: (a) How long have you used the badges? (b) What are the advantages of this method? (c) What are the disadvantages? (d) What information is found on each identification badge? and (e) Are you currently considering any future plans? Survey results found that respondents felt that badges helped create a safe environment and positive student expectations. It was noted that badges are less expensive than other methods such as metal detectors. It was felt that badges helped decrease discipline problems and made it easier for school students and personnel to personally address each other. Badges were thought to have a positive effect on a sense of family and school spirit. Some school officials used the badges as a means to check out books, buy lunch and to award prizes.

Harper, Kenneth L., & Purkey, William Watson. (1993). Self-concept-as-learner of middle level students. Research in Middle Level Education, 17, 79-89.

The authors studied differences in self-concept-as-learner (SCAL) over three grade levels, between average and gifted students, between male and female students, differences over time, and differences between inferred and professed measures of SCAL. SCAL was measured by The Florida Key, a nonreactive and unobtrusive instrument that allows teachers to estimate the self-concept-as-learner of their students. The inferred version is completed by the teacher and the professed version by the student. The professed version was developed by the authors. Participants were 400 sixth, seventh, and eighth grade students from two North Carolina middle schools, one rural and one urban. There were significant differences between SCAL scores of sixth graders, seventh and eighth graders, with sixth graders reporting higher scores. Students classified as gifted scored significantly higher than average students at all three grade levels. Gifted students reported lower SCAL scores on the retest in the spring than average students on the professed version. Females, at all three grade levels, scored higher than males on both the inferred and professed versions of The Florida Key

Kok, J. C. (1993). Adulthood responsibility and invitational education. Journal of Invitational Theory and Practice, 2, 13-18.

The research provided a framework for understanding the indices of adulthood described in developmental theory. A questionnaire concerning eleven aspects of adulthood was developed and consisted of 88 items. Respondents ranked items using a nine-point scale from "of little importance" to "very important." First and second order factor analysis procedures were used to validate the questionnaire. Two factors emerged from the factor analysis: a sense of responsibility and a sense of religion. The questionnaire was sent to 1, 945 people. Results showed that Afrikaan- speaking respondents (and others of different languages than English) placed a higher value on a sense of responsibility than English-speaking respondents. Individuals who spoke a language other than English also placed a higher value on a sense of religion than those who spoke English. Respondents were asked to rank the importance of adult indices, with "1" representing the highest ranking. The ranking of the eleven indices of adulthood obtained from questionnaire data resulted in the following: (1) personal responsibility, (2) family obligation, (3) positive self-concept, (4) responsibility for the environment, (5) attitude towards labor, (6) accountability, (7) social responsibility, (8) financial responsibility, (9) civil responsibility, (10) sense of religion, and (11) time perception.

Maaka, M. J. (1999). Assessment for school success: A student-centered approach. Journal of Invitational Theory and Practice, 6, 6-27.

This article examines a national educational system that is founded on the premise that the individual student is the center of all learning and teaching. By drawing on her first-hand knowledge and experiences, the author presents an overview of the New Zealand student-centered curriculum. Central to this overview is: (a) a brief discussion of the beliefs New Zealand educators and the community have about children's learning; (b) an examination of the guiding principles that underlie the assessment of children's learning and how these translate into practice; and (c) a discussion of issues of accountability at the local and national levels of the educational system.

Maaka, M., & Lipka, P. (1996). Inviting success in the elementary classroom: The first steps from theory to practice. Journal of Invitational Theory and Practice, 4, 51-62.

The authors report results of the first year of a two-year study that examined a range of practices designed to develop the classroom into more of a learning-centered classroom community that was more effective in meeting the diverse needs of all students in class. The study represented a continual collaborative effort between an Hawaiian elementary school teacher in a Honolulu school and an educational consultant. Participants were 27 students in a 6th grade, full-inclusion class. Students represented Polynesian, Caucasian, and Asian heritage. The curriculum was redefined to create a more learning-centered community where students had co-ownership of the class. The first year of the study had as its focus the development of practices that would encourage the development of a more positive sense of self-worth in students and the feeling of shared responsibility in class. Data gathered included classroom observations and the teachers' reflection on her teaching, and student surveys. Preliminary findings indicated that the new curriculum had a positive effect on the learning experience of children. Co-ownership of the classroom was effective.

Pajares, Frank. (1994). Inviting self-efficacy: The role of invitations in the development of confidence and competence in writing. The Journal of Invitational Theory and Practice, 3 , 13-24.

The author investigated students' perceptions of the "evolution of their own efficacy beliefs about writing and of the relationship between these beliefs and their writing competence" (p. 13). Using a qualitative design, the author interviewed four students who reported the highest and lowest scores along a self-efficacy/performance dimension. Each interview lasted approximately one hour and was semi-structured with follow-up questions. Each interview was taped and transcribed. The protocols were then coded and analyzed. A model of hypothesized relationship between self-efficacy and invitations was developed from the interviews. The model included four positions: low self-efficacy/high competence; low self-efficacy/low competence; high self-efficacy/high competence; and high self-efficacy/low competence. Students interviewed as part of the study also were identified as receiving one of the four types of behavior from teachers: unintentionally disinviting, intentionally inviting, unintentionally inviting, and intentionally disinviting. A description of the students' experiences with teachers who taught them writing is provided in the article.

Pajares, F., & Valiante, G. (1999). The Inviting-Disinviting Index: Instrument validation and relation to motivation and achievement. Journal of Invitational Theory and Practice, 6, 28-47.

Exploratory factor analysis results revealed that the inviting self and inviting others scales of the Inviting-Disinviting Index possess internal consistency and provide a reliable assessment of invitations. Findings also suggest that the disinviting scales require additional study and possible modification. Inviting self and inviting others scales were related to motivation constructs, but path analysis results showed that, although invitations did not have a direct effect on academic achievement, inviting self, influenced achievement indirectly through academic self-efficacy and self-efficacy for self-regulation. Girls were more inviting of others and less disinviting of others than were boys. Sixth-grade students reported being more inviting of themselves and of others than did eighth-grade students.

Pajares, F., & Zeldin, A. L. (1999). Inviting self-efficacy revisited: The role of invitations in the lives of women with mathematics-related careers. Journal of Invitational Theory and Practice, 6, 48-68.

The purpose of this study was to explore the personal stories of women who selected careers in mathematics, science, and technology to examine whether the verbal persuasions and invitations they received influenced their academic paths. Results revealed that self-beliefs were nurtured by familial, academic, and work-related influences. The self-beliefs, in turn, nurtured the effort, persistence, and resilience required to overcome obstacles. Three interrelated themes emerged: (a) invitations and verbal persuasions were instrumental sources for the development and maintenance of confidence; (b) self-efficacy beliefs, nourished by invitations, fostered resilience to academic and social obstacles, and (c) invitations from others reemerged at critical points as self-invitations that the women used to buttress themselves against challenges.

Picus, Sue S. (1989). Evaluation of the nutrition counseling environment of hospitalized patients. Journal of the American Dietetic Association, 89, p. 403.

The author describes how invitational counseling can be used to promote self-development in clients who seek nutritional counseling. Making the environments where nutritional counseling occurs more inviting is a major factor in creating climates that encourage self-development. Thirteen clinical dietitians at Duke University Medical Center documented nutrition counseling sessions over a 2-week period. The study revealed that 47% of counseling sessions were "inviting" and 53% were classified as "disinviting." The most frequently cited uninviting situations were created by nurse interruptions, dietitians being paged, last-minute instructions, and television or radio noise.

Pissanos, Becky W., & Allison, Pamela C. (1993). Students' constructs of elementary school physical education. Research Quarterly for Exercise and Sport, 64, 425-435.

The researchers explored two questions: (1) How did 10 students at the time of their high school graduation construct the meaning of elementary school physical education, and (2) What factors associated with their elementary school physical education experiences influenced the ways they constructed meaning? The participants had recently completed high school and were asked to recall their elementary school experience with physical education in one particular class. The teacher chosen for the study was considered a "master" teacher who had received numerous teaching awards and professional recognition. Students used similar descriptions of their teacher's primary goal. The former students defined their teacher as having characteristics of an inviting teacher. She demonstrated trust, respect, intentionality, and optimism. Another finding was that female students remembered more specifics about the physical education class than the males. The researchers suggested that male students may have been influenced by having a female physical education teacher. Males may not have considered a female teacher to be competent to teach them about the subject of sports.

Radd, Tommie (1994). Creating the inviting classroom through a competency-based guidance system. The Journal of Invitational Theory and Practice, 3, 95-107.

The purpose of this study was to determine the influence of the Grow With Guidance System (GWGS) on an elementary school classroom climate. The GWGS based on two theoretical points of view: self-concept theory and invitational learning. Two hypotheses were identified: (a) There will be significant differences between the invitational teaching practices of teachers who use GWGS and teachers who do not, as perceived by students, and (b) There will be a significant difference between the affective development of students exposed to GWGS and students who are not exposed, as reported by students. Participants were 224 students and 11 teachers in grades one through five at a surburban elementary school near a major metropolitan area. Two instruments were used in the study: The Invitational Teaching Survey--Primary and Intermediate (ITS-P &I) and the Children's Affective Needs Assessment (CANA). Results indicated that teachers who used GWGS were perceived by students as utilizing greater invitational teaching practices. Students whose teachers used GWGS in class demonstrated more positive self-control as measured by the CANA, than those who did not used GWGS. Teachers who used GWGS with more frequency reported feeling better about themselves, their teacher/student interaction, and making changes to their teaching approach.

Reed, Charlotte (1996). Overcoming prejudices: An invitational approach. Urban Review, 28, 81-93.

The author provides a model for overcoming prejudices which is based on the five-step approach of Martin Haberman and the conflict management plan of William W. Purkey. The article provides a method for dealing with prejudice and discrimination in schools that is effective and sensitive to all concerned.

Ripley, Delin McKeithan. (1986). Invitational teaching behaviors in the associate degree clinical setting. Journal of Nursing Education, 25, 240-246.

The purpose of this study was to explore the relationship between the attitudes students develop toward their clinical nursing experience and their perceptions of the instructor's invitational teaching behaviors. 329 students in five associate degree nursing programs were sent the Clinical Teaching Survey (CTS) and the Student Affective Outcome Measure to complete and return to the researcher. 282 students responded; a 85.7% return rate. 271 of the students were female and 11 were male students. The mean age was 26.3. The CTS was developed during the study by revising the Invitational Teaching Survey (Amos, Purkey, & Tobias, 1984). The SAOM was also developed by Amos, Purkey, and Tobias, 1984. Ripley concluded that there is value in identifying inviting teacher behaviors. The CTS can be used to assess student perception of clinical teaching behaviors and as a measure in instructor growth and improvement.

Russell, Dorothy, & Sheffield, Barbara. (1996). Preparing teachers for inclusive classrooms: A model. Proceedings of the Thirteenth Annual Invitational Education Conference: Beyond the Blue Horizon.

The article describes a teacher preparation program designed by Salem College faculty that focuses on preparing teachers for inclusive classroom. The program had two main components: a ten week practicum in an inclusive classroom for student teachers and a three-hour graduate-level class on inclusion for student teachers and classroom teachers. All classroom teachers attended a two-day workshop on supervision. Student teachers were placed in classrooms that had at least one special needs student who was included full time in the classroom. Special needs students included the academically gifted, learning disabled, educably mentally disabled, visually impaired, behaviorally/emotionally handicapped, speech impaired, and physically disabled. Results from the program, using survey instruments, indicated that participants had an increased awareness of federal/state laws regarding the inclusion of special education students, an increased familiarity with many types of disabilities, and an increased knowledge of instructional techniques to meet the needs of special education students. Teachers and student teachers reported an increase in the belief that teaching strategies need to be changed to assist children with special needs.

Schilling, T. (1998). Supervision of student teachers: An invitational approach. The Journal of Physical Education, Recreation, and Dance, 69, p. 51.

An invitational approach to supervising student teachers is presented. The invitational approach to supervision is effective because teacher trainees are seen as valuable, able and responsible. Professional growth and "success potential" of student teachers is enhanced. The author presents several ideas about how to make supervision of student teachers more inviting, including implementing a team concept, planning seminars for cooperating teachers, and planning trips to conferences.

Schmidt, Jack, Shields, C., & Ciechalski, J. (1998). The Inviting-Disinviting Index: A study of validity and reliability. The Journal of Invitational Theory and Practice, 5, 31-40.

The authors conducted validity and reliability studies on the Inviting-Disinviting Index (IDI) and on the adapted version of the IDI for children. Participants were 43 counselor education graduate students and 62 5th graders. Another group of 11 counselor education graduates at the same university were judges who assessed the content validity of the adapted IDI. The authors tested the reliability of the original IDI and the adapted IDI by using a test-retest procedure. A three-week test-retest design was used. Pearson correlation was used to determine reliability coefficients for the original and adapted IDI. The results were statistically significant with moderate to strong coefficients for the original IDI. Inviting Self showed the strongest correlation coefficient (.83) and the Disinviting Others had the weakest correlation (.68). The test-retest procedure on the adapted IDI, using children as participants, resulted in mostly weak to moderate coefficients. All coefficients were statistically significant. For children, the Inviting Self reported the lowest correlation and the Disinviting to Others had the highest correlation.

Schmidt, J., & Sheilds, C. (1998). Integration of guidance lessons using invitational concepts in a friendship curriculum. Journal of Invitational Theory and Practice, 5, 107-119.

This study was conducted to determine whether students would learn about friendship through guidance lessons facilitated by their teachers. Two fifth grade classes from different schools were participants. 35 students completed the pre and post-test instruments. Teachers used friendship lessons as part of their daily instruction. Lessons consisted of 9 chapters, including friendship, becoming friends, and 4 levels of inviting and disinviting. Two questionnaires for students and teachers assessed reaction to the friendship guidance program material. A third instrument, the adapted version of the Inviting-Disinviting Index (Wiemer & Purkey, 1994) was used as a pre- and post-test and measured student perception of their behavior toward self and others. A t-test was used to determine if there was a statistical difference between the pre- and post test scores. Results indicated that students and teachers willingly participated in the friendship lessons and teachers reported positive change in behavior in some students. Quantitative methods revealed that students had increased in positive behaviors towards other people.

Schmidt, Linda. (1992). Relationship between pupil control ideology and the quality of school life. The Journal of Invitational Theory and Practice, 2, 103-110.

The purpose of the study was to determine if teacher-pupil control ideology was related to the perception of the quality of the school experience in the classroom as experienced by students. Pupil control ideology was defined as the teacher's beliefs concerning the control of students in the classroom. The "humanistic" teacher uses psychological and sociological approaches to learning and behavior and has an accepting and trusting view of students. The "custodial" teacher stresses order and has a punitive and moralistic orientation concerning control of students. The Pupil Control Ideology Form was used to measure teacher orientation toward control. Quality of school life was defined as student evaluations of formal and informal aspects of the school as measured by the Quality of School Life Scale. Results showed a significant relationship between teacher humanism in pupil control ideology and student reports of quality of school life (-.18). There was a significant relationship between teacher humanism in pupil control ideology and students' high satisfaction with school (-.17). There was a significant relationship between teacher humanism in pupil control ideology and student commitment to class work.

Shoffner, M., & Vacc, N. (1999). Psychometric analysis of The Inviting School Survey. Measurement and Evaluation in Counseling and Development, 32, 66-74.

The study was conducted to provide psychometric data on The Inviting School Safety Survey (ISSS), developed by William Purkey and Judy Lehr. The authors examined how well the ISSS reflects the theoretical model of Invitational Education. The factor structure of the ISSS and the invitational model were studied. Participants were urban high school students in the Southeastern United States. The ISSS is a 50-item test based on the invitational education model. Items on the ISSS were selected from the 100-item Inviting School Survey developed by William Purkey and Jim Fuller. Four factors were identified: (a) valuing influence of teachers and staff (people); (b) feelings of fear and lack of safety (people and places); (c) stressors and daily discomforts (policies); and (d) positive attitude toward school environment and school community (processes). The authors suggest that the ISSS can be used to assess the perceived environment of a school and to provide a measure of the effectiveness of school interventions.

Stanley, Paula Helen, & Purkey, William Watson (1994). Student self-concept-as-learner: Does invitational education make a difference? Research in the Schools, 1, 15-22.

This longitudinal study sought to determine differences, if any, in scores in self-concept-as-learner (SCAL), measured by the Florida Key. Seventh grade students were administered the professed version of The Florida Key and the same students were retested with the same instrument in the 9th grade. Researchers hypothesized that scores of students who were exposed to invitational education in their school would not decrease from the 7th to 9th grade as expected on the basis of the findings of earlier studies. Participants were 175 junior high school students and 100 faculty and staff at a junior high school. Faculty and staff received training in invitational education which included 2 full-day training sessions in invitational learning, small group workshops, leadership training sessions, and inservice programs. There were no significant differences between total or subscores of The Florida Key over the two-year period. Scores remained stable rather than declining as expected from earlier research. Females and white students scored higher on the The Florida Key than other students. Changes in school climate are reported in five areas: people, places, programs, policies, and processes.

Steyn, Trudie. (1993). The manifestation of invitational theory in inviting schools. The Journal of Invitational Theory and Practice, 2, 19-27.

The author conducted a study of eleven schools in New York and North Carolina which had received the inviting school award. She interviewed administrators, collected school documents, and recorded observations at the eleven schools to determine if two assumptions of invitational theory were present. The two invitational assumptions she used in her study were: (1) People are able, valuable, and responsible and should be treated accordingly, and (2) Education is a collaborative, cooperative relationship. An open-ended questionnaire was sent to the principal of each school before the researcher visited the school. The author found that the eleven schools demonstrated the two invitational assumptions she chose for the study. She described specific examples of how these assumptions were demonstrated.

Trent, Lynette. (1997). Enhancement of the school climate by reducing teacher burnout: Using an Invitational approach. The Journal of Invitational Theory and Practice, 4, 103-114.

The article described the objectives and rationale of a pilot intervention program implemented in a Sydney, Australia urban school. Interventions programs were designed to determine the causes of burnout and to use strategies based on invitational education to reduce burnout. This pilot study had four goals. Goal one was to restore balance and perspective within the staff by enhancing leadership skills, conducting regular inservice training on stress management and classroom management, encouragement of professional and personal development and encouraging a sense of humor. Goal two was to reduce feelings of isolation among staff by having regular meetings of groups of teacher to discuss concerns and receive support, by stressing collaboration, and the encouragement of physical exercise. To increase self-esteem was goal 3 and had as its focus the development of more realistic ideas about one's performance, the development of more positive thoughts about the self, and to seek support when things are difficult. The fourth goal, Identifying a strategic plan of action, involved using collaborative exercises which involved all staff and holding a staff retreat. The principal of the school, where the pilot program was implemented , noted overall improvement in staff attitude, with less stress and tension among the faculty.

vander Merwe, Martyn P. (1996). Predictors of invitational communication in the classroom--an exploratory study in South African schools. Proceedings of the Thirteenth Annual Invitational Education Conference: Beyond the Blue Horizon.

The author examined teachers' classroom communication from an invitational education perspective. The ways in which teachers "send their messages and the particular verbal and non-verbal communication skills used by the teachers was also investigated" (p. 11). The research was conducted in Afrikaans secondary schools from one South African province. Ten schools were randomly selected to participate in the study. Lessons by teachers at these schools were videotaped during normal school hours. The author found that teachers who used physical contact in their communication tended to communicate in a more inviting manner than those who did not use physical contact. Teachers who established order through the use of verbal communication tended to be less inviting than teachers who did not "use verbal order establishing communication" (p. 12). Teachers who communicated enhancing interpersonal messages, explicitly, communicated in an inviting manner with their students. Male teachers who were explicit in their communication tended to be more inviting when communicating with students.

vander Merwe, Martyn P., & Grobler, Bennie R. (1996). Developing teacher competence through invitational feedback: A South African perspective. Proceedings of the Thirteenth Annual Invitational Education Conference: Beyond the Blue Horizon.

The authors conducted the study to explore the meaning of teacher competence, to elicit teacher opinion concerning the degree to which competent teachers demonstrate specific teaching behaviors, and to procure teacher opinion concerning important aspects "regarding feedback of which the evaluator of teacher competence needs to be aware" (p. 13). A structured questionnaire was completed by randomly selected teachers from the Guateng region of South Africa "Teacher competence," according to South African in-service teachers consists of the following factors: learning environment, professional commitment, order and discipline, educational foundation, teacher reflection, cooperative ability, efficiency, and management style. "Feedback competence" consisted of the following factors: an invitational approach, transparency, and management style. "Feedback competence" consisted of the following factors: an invitational approach, transparency, and tact. Invitational feedback was considered an important variable by the authors and participants of the study. Invitational feedback, combined with transparency was compared with the concept of "UBUNTU," an important idea in South Africa. Ubuntu stems from the Zulu proverb: "person is a person because of other people."

White, Suzanne Degges (1999). Inviting self-efficacy in children and taking competition out of the game. Journal of Invitational Theory and Practice, 6, 93-101.

The researcher explored how well self-efficacy predicted children's achievement on certain athletic skills. 28 children, between the ages of four and ten years old were participants. Children participated in two of the following athletic tasks: standing broad jump, kick ball, and basketball dribbling event. The researcher obtained a baseline measurement of each child's performance. Children were then asked to predict how well they would perform on a subsequent athletic skill by selecting one of three choices: less well, the same, or better. Results indicated that a child's ability to predict his or her own athletic performance increases with age. The majority of school-aged participants reliably predicted their athletic performance. Four year olds did not predict their performance as well as school-aged students.

Wiemer, Derenda, & Purkey, William Watson. (1994). Love thyself as thy neighbor? Self-other orientations of inviting behaviors. The Journal of Invitational Theory and Practice, 3, 25-31.

The purpose of this article was to determine if people are more inviting to others than self. The two hypotheses tested were: (a) People will be more inviting to others than to themselves, and (b) People will be more disinviting to themselves than others. Participants were asked to complete the Inviting-Disinviting Index (IDI) which was developed for this study. It measures the degree of inviting and disinviting behavior addressed to others or oneself. The instrument is comprised of four variables: inviting to self (IS), inviting to others (IO), disinviting to self (DS), and disinviting to others (DO). Of 171 instruments distributed, 168 were usable. Three were incomplete and could not be used in data analysis. Results indicated that there were differences in self and other-orientation. Participants responded in a more inviting way to others than to self. There were no gender differences. The implications were that individuals tend to be "more understanding, forgiving, and supportive of others than of themselves" and are more punitive and harsh toward themselves than others" (p. 30).

DISSERTATION

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THESES

Arthur, Dorothy B. (1985). Comparison of invitational teaching practices with scholastic achievement as measured by midterm course grades. Masters Thesis. The University of North Carolina at Greensboro.

The purpose of the study was to determine if there was a relationship between nursing students' perceptions of invitational teaching behaviors of nursing instructors and academic achievement as measured by a midterm grade. To investigate the relationship between student perceptions and academic achievement, the researcher studied the relationship between the scores on the Inviting Teaching Survey (ITS) and the grade of a student and the relationship between the total Student Affective Outcome Measure (SAOM) and the grade of the student. Participants in the study were 57 associate degree nursing students from two community college in the Southeast. There were no significant differences between students' perceptions of instructor's invitational teaching behaviors and students' grades on a midterm test. One limitation of the study was the small sample size.

Asbill, Kate Null. (1994). Invitational leadership: Teacher perceptions of inviting principal practices. Doctoral Dissertation. New Mexico State University.

Asbill investigated the elementary principal-teacher relationship rather than the teacher-student relationship which has been the most frequent research focus in invitational education. elementary principalship. The author developed a leadership survey, based on invitational education concepts, which measures teacher perceptions of inviting principal practices. Items 1-37 of the instrument give an estimate of the principal's Invitational Quotient (I.Q.). Behaviors measured were classified as either personally or professionally inviting or both personally and professionally inviting. Schools represented two groups: Group A and Group B. Group A schools were elementary schools which had received the inviting school award since 1990. Group B schools were matched elementary schools in the same state and locality of the Group A schools. Results showed a high positive correlation between personally and professionally inviting principal behaviors and teacher job satisfaction. A high positive correlation was also found between the principals' "I.Q." and teacher perceptions of principals' effectiveness and teacher perceptions of the principal as a change agent in school. No significant differences were found between the "I.Q.'s of male and female principals. Significant differences were found between the "I.Q.'s of principals who were employed in inviting schools and those who were not.

Cannon, William Christopher (1996). The applicability of invitational counseling to marriage, family, and relationship counseling. Masters Thesis. East Carolina University.

The purpose of the thesis was to examine the compatibility of invitational counseling and selected marriage and family counseling approaches. A case study approach was used in which invitational counseling was applied. Invitational methods were used in the marriage counseling situation described in the case study. Conclusions were that invitational counseling is more compatible with family systems theory, structural family therapy, and strategic family therapy than it is with object-relations theory. The author suggests that one concept of invitational counseling can be used to assess marriages and relationships at the beginning of the counseling process. This concept is the "Five P's" concept which examines systems in terms of people, places, policies, programs, and processes. The thesis suggests that invitational counseling can be used in marriage, family, and relationship counseling as both a problem-solving and educational approach.

Chance, Deborah Cecil. (1992). A study of five diverse middle schools and their efforts to bring about positive changes with at-risk students through invitational education. Doctoral Dissertation. The University of North Carolina at Greensboro.

The author conducted a qualitative study of five North Carolina middle school "Connection Teams" (C.T.). C.T.s participated in a project funded by the Z. Smith Reynolds Foundation, entitled, "Connecting With the Disconnected Student: An Invitational Approach." C.T.s were comprised of a school principal, school counselor, and one teacher from each of the sixth, seventh, and eighth grades. C.T.s were taught invitational education concepts and developed strategies to deal with the at-risk population at their school. The 5 P's (people, places, programs, processes and policies) provided the framework for training. Strategies, practices, and behaviors used by C.T.s were presented. After the C.T.s implemented invitational education, all five teams reported that their schools could be characterized as having more of a "family-type" atmosphere, showing increased teamwork and collaboration and making modifications in discipline policies which included clear consequences and more positive reinforcement. Faculty members of all five schools adopted the invitational education approach.

Cline, Chris. (1995). A correlation between what teachers know about adolescent characteristics and needs and how teachers behave as perceived by their students. Doctoral Dissertation. University of Cincinnati.

The purpose of the study was to determine the relationship between middle level teachers' knowledge of adolescent characteristics and needs and teacher behavior in the classroom. The Understanding the Middle Level Student (UMSS) survey and the Middle Level Invitational Teaching Survey (MLITS) were used to gather data. The UMSS measures teacher knowledge about adolescents. The MLITS was developed from invitational teaching concepts developed by William Purkey and measured teacher behaviors in the classroom. Pearson Product-Moment correlations between teacher knowledge and teacher behavior were not statistically significant. Using an item analysis from the teacher knowledge data, it was concluded that teachers were lacking in knowledge concerning adolescent characteristics and needs. Results showed that teachers had good knowledge about adolescent emotional characteristics, reasonable knowledge of intellectual characteristics, weak knowledge about social characteristics, and poor knowledge of adolescent physical characteristics.

Finger, Joan Patricia Kimbrough. (1995). A study of professed and inferred self-concept-as-learner of African-American and Caucasian middle grade students. Doctoral Dissertation. The University of North Carolina at Greensboro.

A total of 403 middle school students were administered the Florida Key (FK) to obtain professed self-concept-as-learner scores (PSCAL). Students' teachers completed the inferred version of the FK which measure their perception of a students' self-concept-as-learner (SCAL). Both professed and inferred SCAL scores were generally lower for African-American male students than for African-American female students, Caucasian male students, and all students not classified as African-American males. No significant differences were observed between the total professed SCAL scores of African-American males and Caucasian males. No significant differences were found between subscores. There were no gender by race interactions nor overall gender/race main effects differences observed for the four subscores of the professed and inferred version of the FK. Female and Caucasian students scored higher on both the professed and inferred versions of the FK than other students.

McPhee, Irene Geok-Hung. (1991). Invitational teaching behaviours in the undergraduate clinical setting. Masters Thesis. Edith Cowan University.

The purpose of this study was to explore undergraduate nursing students' perceptions of clinical teachers' teaching behaviours. Participants were 124 undergraduate nursing students who were in their third year of training. They were all pursuing a Bachelor/Diploma of Health Science (nursing). Participants were given the Clinical Teaching Survey (CTS) which measured clinical teachers' personal and professional inviting teaching behaviours in a clinical setting. Significant correlations were found between total scores, subscores and clusters of personal inviting teaching behaviours and professional inviting behaviours. Data analysis revealed that there were no significant associations among the students' age, gender, previous nursing experience and previous learning experience with the current clinical teacher and their perceptions of clinical teachers' personally inviting behaviour or professionally inviting behaviours. Significant differences were found between clinical teachers in maternity and adult health and between maternity and paediatric clinical settings. A strong, significant relationship was revealed between teachers' personally and professionally inviting behaviours (r=.77). The researcher concluded that the CTS is a useful measure of students' perceptions of clinical teachers' behaviours which invite learning in a clinical setting.

Reed, Charlotte (1981). Teacher invitations and effectiveness. Dissertation. The University of Virginia.

The study examined the relationships that exist between perceived teacher behaviors and the achievement of a sample of secondary students in Virginia and the relationships between perceived teacher behaviors and curriculum type. Five categories of teacher behaviors were examined: caring, respect, interpersonal contact, course organization and learning environment. The first two were identified with invitational behaviors and the last three represented effective behaviors. Achievement was measured by a grade and reported effort and reported learning. The results indicated that the best single predictor of actual and perceived achievement was caring and multiple combinations of teacher behaviors were best predicted by learning environment, caring, and interpersonal contact.

Smith, Charlene Helen. (1987). Masters nursing students' perceptions of invitational teaching behaviors and attitudinal course outcomes. Masters Thesis. The University of North Carolina at Greensboro.

The purpose of the study was to determine if there is a relationship between invitational teaching behaviors and student attitudinal responses. 497 masters level nursing students from 51 classes in 11 graduate programs completed the Invitational Teaching Survey (ITS) and the Student Attitudinal Outcome Measure (SAOM). Results revealed that invitational teaching behaviors were positively related to student attitudinal outcomes (r=.73). Higher levels of professionally inviting teacher practices were related to higher levels of personally inviting practices (r=.79). Canonical redundancy analysis was used in data analysis and results indicated that teaching practices that reflected levels of consideration, commitment, coordination, and proficiency were good overall predictors of students' feelings. Using a stepwise multiple regression, the author found the most salient influence in explaining variance in attitudinal outcomes to be consideration for students. Coordination was a significant predictor of feelings about the course and subject matter. Students from small classes tended to rate the teacher and attitudinal outcomes more positively than students from large classes.

Stehle, Cheryl French. (1981). Invitational learning: A case study on the implementation of the sustained silent reading (SSR) program within the junior high school classroom. Doctoral Dissertation. The University of Rochester.

The author proposed that the "Sustained Silent Reading" (SSR) program reflects concepts of invitational learning. Proponents of invitational learning proposed that many successful curriculum developments have as an important component a positive and humanistic atmosphere in which children are "invited" to become active participants in the learning process. 196 junior high school students answered six open-ended essay-type questions. More than 92 percent of the students expressed positive attitudes toward the SRR program. Teacher responses, also a focus of the study, were somewhat less positive, but still confirmed "a belief in the value of the project." Barriers to implementing the SSR program included lack of reading material to serve as a guide for implementation and lack of reading materials for students. An in-service program designed to help educators implement the SSR program was suggested, with the inclusion of concepts from invitational learning.

Turner, Robert. (1983). Invitations and effectiveness as reported by physical education students, grades 9-12. Doctoral Dissertation. The University of North Carolina at Greensboro.

The purposes of the study were to determine if there were relationships between: (1) perceived inviting (I-type) and effect behaviors (E-type) of physical education teachers for grades 9-12; (2) I-type and E-type teacher behaviors as perceived by students identified as having a high or low expectancy for success in performing physical education skills; (3) the I-type and E-type teacher behaviors as reported by students who identified themselves as athletes or nonathletes; and (4) combinations of inviting/disinviting and effective/noneffective teacher behaviors which were determined by a median score for I-type and E-type teacher behavior. The IN-Scale was completed by 206 students enrolled in 14 physical education classes, grades, 9-12. Results indicated several significant relationships. There was a significant relationship between total score of I-type and E-type behaviors (r=.84), which means that teachers who were considered more inviting were also more effective as teachers. Six of the 14 physical education teachers were perceived as demonstrating disinviting-ineffective behaviors by 50% or more of the students. Students who expected to succeed perceived their physical education teachers as more inviting and effective than low expectancy students. There were no significant differences found between I-type and E-type teacher behaviors as perceived by athletes and nonathletes.